

EMPLOYMENT INTERVIEW ANALYSIS

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| <div style="font-size: 1.2em; font-family: cursive;">Leslie Jensen</div> | |
| Name of Applicant | Position Applied for |
| BS music | working on Masters in Applied Ed |
| Areas of Certification | |
| Orchestra | |
| Name of Interviewer | |
| 5/3/04 | |
| Date of this Interview | |

| | 1 | 2 | 3 | 4 | |
|--|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: ① Planning to a grade - to make sure we meet standards ② Assessment - system - not prepared - in class, group, i enables you to build on learning | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: ③ Expect high quality in general - system expand - how would you do this? Ask the question - what answer it. ④ Not perfect, student impact - expectations. ownership | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: ⑤ Lesson is learning, then reach for the top. ⑥ Content works in small, research, names of topics, leadership skills ⑦ - Participate then integrated into program. | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>Beginning the meeting program.</i> <i>(8) want to complete this - get into a settled classroom.</i> <i>(9) Integrity - imp. for ppl. who - post / society responsible</i> | | | | | |
| APPEARANCE/ HABITS <i>Confidentiality - trust - But can confide + feel comfortable.</i> <i>Integrity - 2 new people -</i> | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: <i>(10) phone calls, letters, family night, pre school activities</i> <i>open communication -</i> | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

20/1

20/24

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

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EMPLOYMENT INTERVIEW ANALYSIS

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|---|---|
| Name of Applicant <u>Leslie Jensen</u> | Position Applied for <u>Tchr. of Gifted</u> |
| Areas of Certification <u>Mus. K-12 - Working on M.Ed. (Gifted Education) - On-line</u> | |
| Name of Interviewer <u>J. Karns</u> | |
| Date of this Interview <u>5/3/04</u> | |

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|--|---|--|--|--|--------|
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| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: 1. Use as a guide. 2. weak. | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: 3. "High quality is expected" gifted students have the tools - then a Tchr. job is to teach them how to expand the tools - Would continue the existing program?? 4. student participation - in developing classroom procedures, behavioral rubrics - used quite a few words to say very little. | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: 5. Bloom Taxonomy Model - Had many different models @ her finger tips use Bloom stages away from low end & shoot for top end. identifies. 6. Reinforce creativity, leadership "they are our future leaders" 7. well answers | | | | | |

Overall this impression that she is a good teacher.

| | 1 | 2 | 3 | 4 | |
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| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: 8. Just beginning M.Ed programming - wants to be certified in g. stud ed. - Adjunct Teaching @ local college. | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: 9. Did her h/w to totally understand the current Challenge Cntr 10. phone calls, letters, family night etc. | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☒ 11

14 124

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| COMMENTS: ① answer to state call - guide of what to do - ② in depth - more open ended - happen on grip individual; group - weaknesses + strengths to build on. | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: ③ expect high quality overall - ^{student} teacher to do exceptional work teacher job to expand the ^{time} time motivate them to meet their potential to share publicly ④ establish respect to create classroom - responsible for ^{their} their ^{own} own ^{actions} actions + set consequences, teacher created metric | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: ⑤ Bloom's taxonomy; Cracked; teach for top 4 levels ⑥ Critical thinking; freedom in research; creativity, leadership skills, ⑦ my weakness - kids love power point; make music lab | | | | | |

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| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>① master is gifted (online - 2 yrs left) certified + teach gifted; adjust teaching @ college ② Antiquity - rd chrtng - teach to kids future leaders Confidentiality - files, scores Hannah - 2 new teachers w/na to have successful program. ③ f. calls, letters, family report book, some photos open allow to parents to study & profit</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: <i>these time to process + organize answer asked to have questions clarified & repeated</i> | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: <i>gon. resident; taught in Eastern Ohio (8 yrs) in 3 states and Wesleyan College - BS in music ed - Master in gifted Univ. of Missouri cancer survivor K-4 teacher in Longhorn projects Cecily original opera project taken PT practice 1st portfolio Cecily, writ in portfolio</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☒ 11

☒ 124

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EMPLOYMENT INTERVIEW ANALYSIS

| | |
|--|---------------------------------------|
| <i>Colie Jensen</i> Name of Applicant | <i>Gifted</i> Position Applied for |
| Areas of Certification | |
| <i>Hellen</i> Name of Interviewer | |
| <i>5-3-04</i> Date of this Interview | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|---|---|--|--|--|----------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: <i>Guide - to follow - As you write Curriculum - Open ended - Individual, group, over-all. - Lets us know where the students are</i> | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: <i>Encourage + Recognize - We expect high Quality - expect them to meet the expectations - High I.Q. - Meeting their potential motivated to reach potential - Management system - establish respect from the way students help create - List of Rules - Students are responsible for their behaviors.</i> | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates Exhibits a thorough understanding. | <i>2</i> |
| COMMENTS: <i>Bloom's taxonomy - is a pragmatic model - helps to set up lessons on curriculum - effective models are supported by Bloom - Creases - Stay away of the low end - Critical thinking skills - Lets freedom, Creativity - leaderships - Students are really intense to technology - explained some examples - Integral to the learning process.</i> | | | | | |

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| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <u>Confidential and great Gifted - Adjust teaching -</u> <u>MASTERS IN Gifted -</u> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: <u>Integrity</u> - Goal Foundations from home - Needs to be defined by students - Societies responsibility from curriculum <u>Confidentiality</u> - Students can - Confidential - Files - <u>Team Work</u> - Big Project - 2 People New at the Center - Textbook Knowledge - Between the two will have a successful program | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: much here in January - Iowa Wesleyan - Music Education by MS. Masters. Group of Missouri - ON-line - Music - at YSU - K-6 - Music as Trin - recommended Gifted Program - Jennings - Ashland - Missouri - YSU phone calls - letters - Parent night - let them know - Materials are always open | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

1/1

1/24

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EMPLOYMENT INTERVIEW ANALYSIS

| | |
|---|---------------------------------------|
| <u>LESLIE JENSEN</u> Name of Applicant | <u>GIFTED</u> Position Applied for |
| <u>MUSIC K-12 84% (Master Gifted U of Missouri)</u> Areas of Certification | |
| <u>Nick Chernomach</u> Name of Interviewer | |
| <u>5/3/04</u> Date of this Interview | |

Waiting for results

| | 1 | 2 | 3 | 4 | |
|-----------------------------|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: | | | | | |

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|--|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 2 |
| COMMENTS: <i>may like admin or college teaching later on.</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 3 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 2 |
| COMMENTS: <i>Maintain status quo</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☐ 1

☒ 13 124

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| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>2 yrs to Masters - teach at college level</i> <i>integrity</i> <i>teamwork</i> <i>confidentiality</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☐ 1/1

☒ 20 / 24

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EMPLOYMENT INTERVIEW ANALYSIS

| | | | |
|------------------------|---------------------------------------|----------------------|-----------|
| Name of Applicant | Leslie Jensen | Position Applied for | Gifted Ed |
| Areas of Certification | Music Ed (3 states 8 yrs. experience) | | |
| Name of Interviewer | Kurt Meender | | |
| Date of this Interview | 5-3-04 | | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|---|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: Standards - use as a guide. Assessment - individual projects lets you know where students are. High Quality - expectations. Take their interest & expand upon it. Teacher facilitator & motivator to reach stud. potential. | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: Class Mgt. - establish respect - student input for rules/expectations effective model - Bloom's Taxonomy, other models supported by Bloom. Methods of instruction - Critical thinking skills, research based, menu of topics. Creativity skills, leadership skills. | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: Technology - power point, Arita, use of Allegheny College. | | | | | |

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| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>Working on Master's in Gifted ed. online Missouri. 2 years left in program. Adjusted teaching at colleges in the area. Integrity - students can develop guidelines. Confidentiality - trust relationship, files confid. Teamwork - vital to cred. center. Communication - phone calls, letters. Family Night before school starts.</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

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20 / 24

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| Name of Applicant <u>Leslie Jensen</u> | | Position Applied for <u>10th grade teacher</u> | |
| Areas of Certification <u>Music K-12</u> | | <u>Master's - Gifted</u> | |
| Name of Interviewer <u>S. Good</u> | | <u>Univ. of Missouri</u> | |
| Date of this Interview <u>08-03-04</u> | | <u>8 yrs teaching in 3 states - took PRAX</u> | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
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| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: Guide - familiar with Ohio standards - used to write curriculum Discussed assessment out of products. lets us know where students are (weaknesses & strengths) | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: Expect high quality because of potential they have the tools - teachers job to expand their tools in subject they are interested in (teacher/facilitator) motivate students to meet potential students help create rules - dev. ownership | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: Critical thinking skills - many of focus reinforce critical, creative & leadership skills Technology is integral Model: Blossing for model - Rocket model for teacher | | | | | |

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| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: 2 yrs left in Masters Program, Adjunct prof at a college Integrity - talked around, secretly's responsibility Confidenc. - Team Work - 2 teachers phone calls, letters | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 3 |
| COMMENTS: Open family night Keep status quo | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

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| Name of Applicant <u>Leslie Jensen</u> | Position Applied for <u>Elem. Gifted</u> |
| Areas of Certification <u>BA MUSIC — WORKING on MA Gifted</u> | |
| Name of Interviewer <u>DAS</u> | |
| Date of this Interview <u>5/20/04</u> | |
| Principal encouraged getting Gifted cert. 8 yrs exp | |

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| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding | Meets our requirements for hiring. Exhibits an adequate understanding | Exceeds our expectations of average candidates. Exhibits a thorough understanding | 3 |

COMMENTS: I understand the importance of standards - nice guide to follow
 "Assessment is different" - in gifted, it is an open-ended system
 identify students

| | | | | | |
|---------------------------|---|--|--|--|---|
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
|---------------------------|---|--|--|--|---|

COMMENTS: They have the tools, my job is to expand their knowledge
 Motivate to do well
 Establish respect; their responsible for their behavior;

| | | | | | |
|-----------------------------|---|--|---|---|---|
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding | Exceeds our expectations of average candidates. Exhibits a thorough understanding | 4 |
|-----------------------------|---|--|---|---|---|

COMMENTS: Bloom's Taxonomy → it works + makes sense
 Critical thinking skills; research; reinforcing

| | 1 | 2 | 3 | 4 | |
|--|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>2 yrs. to MA in Gifted Adjunct Teaching at College Ohio has 'County Coordinators'</i> | | | | | |
| Integrity - ok Confidential - ok Teamwork - 1.5 will have to work together | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNITATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: <i>Phone calls, letters, Family Night - open forum. No change first yr.</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☐ 1

☒ 19/24

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EMPLOYMENT INTERVIEW ANALYSIS

| | | | |
|------------------------|--|----------------------------------|--|
| Name of Applicant | | Position Applied for | |
| Leslie Jensen | | BS music | |
| Areas of Certification | | working on masters in Applied Ed | |
| Name of Interviewer | | | |
| 5/3/04 | | | |
| Date of this Interview | | | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|--|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: (1) Planning as a guide - to make sure you meet all (2) Assessment - self, not students - in class, group, 1 enables you to build on strength | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: (3) Expect high quality in general - self expand - how would you do this? Asked the question - (4) Est. respect, student input - expectations ownership | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: (5) Lesson is learning, then reach for the top. (6) Content knowledge in spec, research, nature of topic, leadership skills (7) - Powerpoint then integrated into program. | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>Beginning the meeting program.</i> <i>(8) want to complete this -</i> <i>up into a gifted classroom.</i> <i>(9) Integrity - imp. for ppl. R. - pos. / socially responsible</i> <i>10!</i> <i>Confidentiality - trust - R. Can confide + feel comfortable.</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: <i>(10) phone calls, letter, family's life, pre school situation</i> <i>after communication -</i> | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

20/1

20/24

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

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EMPLOYMENT INTERVIEW ANALYSIS

| | | | |
|------------------------|--|----------------------|-----------------|
| Name of Applicant | Leslie Jensen | Position Applied for | Tchr. of Gifted |
| Areas of Certification | Music K-12 - Working on M.Ed. (Gifted Education) - on-line | | |
| Name of Interviewer | J. Karns | | |
| Date of this Interview | 5/3/04 | | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|---|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: 1. Use as a guide. 2. weak. | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: 3. "High quality is expected" gifted students have the tools - then G. Tchr. job is to teach them how to expand the tools - Would continue the existing program?? 4. student participation - in developing classroom procedures, behavioral rubrics - used quite a few words to say very little. | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: 5. Bloom Taxonomy model - had many different models @ her finger tips use Bloom stages away from low end & shoot for top end. identifies. 6. Reinforce creativity, leadership "they are our future leaders" 7. Well answers When the response that she gave was | | | | | |

| | 1 | 2 | 3 | 4 | |
|---|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: 8. Just beginning M.Ed programming - wants to be certified in g. stud ed. - Adjunct teaching @ local college. | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: Did her h/w to totally understand the current Challenge Contr. 10. phone calls, letters, family night etc. | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☒ 11

14 124

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EMPLOYMENT INTERVIEW ANALYSIS

| | | | |
|------------------------|----------------------|----------------------|---------------|
| Name of Applicant | <i>Leslie Jensen</i> | Position Applied for | <i>gifted</i> |
| Areas of Certification | <i>music</i> | | |
| Name of Interviewer | <i>BS</i> | | |
| Date of this Interview | <i>5/3/04</i> | | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|--|---|--|--|--|----------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: ① answer to state call - guide of what to do - ② in gifted - more open ended - happen on going individual; group - Weaknesses + strengths to build on. | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: ③ expect high quality overach - student ^{teacher} to do exceptional work teacher job to expand the zone motivate them to meet their potential to share publicly ④ establish respect to create classroom - respect for them + self awareness, teacher related behavior | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: ⑤ Bloom's taxonomy; (cracked); reach for top 4 levels ⑥ Critical thinking; freedom in research; creativity, leadership skills; ⑦ my weakness - kids love group work; make music lab | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>Master is gifted (online - 2 yrs left) certified + teach gifted; adjust teaching @ college</i> <i>Antony - red chesting - teach to kids from borders</i> <i>Confidentiality - files, scores</i> <i>Monarch - 2 new teachers work to have successful program.</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: <i>Thick tone to process + organize answer</i> <i>asked to have questions clarified + repeated</i> | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: <i>Jan. resident; taught in eastern Ohio (8 yrs) in 3 states</i> <i>and Wesleyan College - BS in music ed - Master is gifted Univ. of Missouri</i> <i>breast cancer survivor K-6 music in long-term projects</i> <i>Clearly original opera project</i> <i>take PA practice</i> <i>1st portfolio</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

19 / 1

19 / 24

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EMPLOYMENT INTERVIEW ANALYSIS

| | |
|--|---------------------------------------|
| <i>Kelli Jensen</i> Name of Applicant | <i>Gifted</i> Position Applied for |
| Areas of Certification <i>Hellen</i> | |
| Name of Interviewer | |
| Date of this Interview <i>5-3-04</i> | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|--|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: <i>Guide - to follow - As you write Curriculum -</i> <i>Open ended - Individual, group, over-all. - Lets us know where the students are</i> | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: <i>Encourage & recognize - We expect high Quality - expect them to meet the expectations - High I.Q. - Meeting their potential motivated to reach Potential. -</i> <i>- Management System - establish Respect from the way students help create. List of Rules - Students are responsible for their behaviors.</i> | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: <i>Bloom's taxonomy - is a pragmatic model - helps to set up lessons on curriculum - effective models are supported by Bloom - process -</i> <i>Stay away of the low end - Critical thinking skills</i> <i>lets freedom, Creativity - leaderships - Students are really into</i> <i>to technology - explained some examples - Integral to the learning process.</i> | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>Confident and great Giffels - Award Teaching - MASTERS IN GIFTED -</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: <i>Integrity - Good Foundations From Home - Needs to be defined by students - Societies responsibility found in curriculum</i> <i>Confidentiality - students can confide - files -</i> <i>Team Work - Big Project - 2 People New at the Center - Textbook Knowledge - Between the two will have a successful program</i> | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: <i>moved here in January - Iowa Wesleyan - Music Education B.S. Masters. Univ. of Missouri - ON-line Music - at YSU - K-6 - Music a</i> <i>Trin-recommended Gifted Program - Jennings - Ashland - Missouri - YSU</i> <i>phone calls - letters - Parent night - let them know - Materials are always open</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☐ 11

☐ 124

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EMPLOYMENT INTERVIEW ANALYSIS

| | |
|--|---------------------------------------|
| <u>LESLIE JENSEN</u> Name of Applicant | <u>GIFTED</u> Position Applied for |
| <u>Music K-12 89% (Master Gifted U of Miami)</u> Areas of Certification | |
| <u>Nick Chermant</u> Name of Interviewer | |
| <u>5/3/04</u> Date of this Interview | |

Waiting for results

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|-----------------------------|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring | Exceeds our expectations of average candidates. | 2 |
| COMMENTS: <i>may like admin or interviewing; listen on.</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 3 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 2 |
| COMMENTS: <i>maintain status quo</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

☐ 11

☒ 13 / 24

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McLaren in Toronto - full year K in co-ach. -

EMPLOYMENT INTERVIEW ANALYSIS

| | |
|---|--|
| <p><u>KAREN Jamieson</u></p> <p>Name of Applicant</p> | <p><u>Elementary</u></p> <p>Position Applied For</p> |
| <p><u>Elementary / (Read Specialist) (Gr 7-12) - Reading Master 12/04 -</u></p> <p>Areas of Certification</p> | |
| <p><u>J. Karns.</u></p> <p>Name of Interviewer</p> | |
| <p>_____ Date of this Interview</p> | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|-----------------------------|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 4 |
| COMMENTS: | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 4 |
| COMMENTS: | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 4 |
| COMMENTS: | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNITATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

11/11

24/24

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EMPLOYMENT INTERVIEW ANALYSIS

| | |
|---|---|
| Name of Applicant <u>Karen Samieson</u> | Position Applied for <u>ELC</u> |
| Areas of Certification <u>ELC K-6</u> | <u>SS-7-12 - Reading Specialist K-12</u> <u>* Completed masters 12/04 - Reading * Full year Cochran Kind</u> |
| Name of Interviewer <u>Heller</u> | |
| Date of this Interview <u>3-22-04</u> | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|-----------------------------|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 4 |
| COMMENTS: | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNITATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

11 / 1

124

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

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| | 1 | 2 | 3 | 4 | |
|--|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: - Read aloud, shared Rdy, writ, rws, ind. writ. Guided Rdy. - mentioned - St. Rdy / writ / list / spk / math / sci / ss / art / music | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: - Diff. instruction, active engagement. Role model - tch. - Individual learning levels, recognize for success. | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: - Informal - used every day - observations - make adjustments. Formal - used to guide tch. + students learning. Self analytic - Levelled Reading - spkg./list. across curriculum. + Writing, | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: - Just took praxis test for Rdg. / S.S. Currently working on Master's of Reading. Plans to go into curriculum design. - Teamwork - enhances my abilities, my students success, creates community. Conf - Responsibility not to some specific info. Integ - Do the right thing Accepted, ethical | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNITATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

1 /1

18 /24

(19)

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

It will be most effective if prepared immediately after the interview. This analysis may also be referred to during the interview as a reminder of basic areas to discuss with the applicant.

EMPLOYMENT INTERVIEW ANALYSIS

| | |
|---|--|
| Name of Applicant <i>Karen Jamieson</i> | Position Applied for <i>Elementary</i> |
| Areas of Certification <i>Elementary K-8</i> | Reading <i>K-12 just for practice (1st wk. of yr.)</i> <i>SS 7-12</i> <i>Completely master in Reading Ed. Dec 04</i> |
| Name of Interviewer <i>[Signature]</i> | |
| Date of this Interview <i>3/22/04</i> | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|--|---|--|--|--|----------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: <i>Objectives → to master State stds + use in real life</i> <i>— Guides lessons</i> <i>what students need to work on</i> <i>daily lessons + unit</i> | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: <i>group students together - peer; ready area, community gathering</i> <i>high expectations based on students' ability</i> | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: <i>R + W in everything; S + L integrated into everything</i> <i>Conversations while learning</i> <i>take in, process + put out</i> <i>fair + everyone same</i> <i>accommodates as needed - teach to individual abilities</i> | | | | | |

| | 1 | 2 | 3 | 4 | |
|---|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>grew up on farm - 1st HS + college grad essential for success + pass on to students in + way newsclutter dependin' grade level for frequency</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNITATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: <i>North Plain Jr HS Hi - 8th gd reading 84-7-12 37 EP 4SD student parttime position 1 yr KQ Cook Elem ; Sabbed in CGSD 3 mos Lakeraw Gd 1 and 3 mos Resi Specment managed a restaurant</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

1 / 1

20/24

21

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

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EMPLOYMENT INTERVIEW ANALYSIS

| | | | |
|--|--|---|--|
| <i>Francis J. Smith</i> Name of Applicant | | Position Applied for <i>El. Ed (prep in Reading/Sci St. - works w/ Gifted)</i> | |
| Areas of Certification | | | |
| Name of Interviewer | | | |
| Date of this Interview | | | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|---|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: <i>Good literacy - read aloud, shared reading writing across curriculum Reading, Writing, Speaking, Listening, Math Sci Soc St.</i> | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: <i>Engage learners - self discipline track to individual learning levels</i> | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: <i>Informed - know differences forwards - reassess myself if students not successful Students read at their level.</i> | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: <i>Master on Reading / Curriculum & Instruction</i> <i>Integrity doing your best, others</i> <i>Confidentiality-</i> <i>Teamwork - ok.</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

11/11

19/24

20/24

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

It will be most effective if prepared immediately after the interview. This analysis may also be referred to during the interview as a reminder of basic areas to discuss with the applicant.

EMPLOYMENT INTERVIEW ANALYSIS

| | |
|---|---|
| Name of Applicant <i>Karen Jamison</i> | Position Applied for <i>Elem Ed, Reading Specialist, 5th, K-12</i> |
| Areas of Certification <i>Team B</i> | |
| Name of Interviewer <i>Mar 22</i> | |
| Date of this Interview | |

| | 1 | 2 | 3 | 4 | |
|--|---|--|--|--|----------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: <i>1) Bel. lit - all aspects. time to be actively involved. had all the components</i> <i>2) Read, W. S, L, mult, 5th - 5th, out, none</i> | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>2</i> |
| COMMENTS: <i>3) Discipline - kept actively engaged - class behavior</i> <i>Self discipline - model appropriate behavior</i> <i>4) Focus to individual learning levels, recognize success for all</i> | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | <i>3</i> |
| COMMENTS: <i>5) Focus - obj - realistic, workable moments</i> <i>Focus - use to assess myself, reflect if own assessment</i> <i>6) Read at level, strategies to improve, improve up & listening</i> <i>"Conversation", intelligent writing</i> | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: ① PD - Working on reading materials - plan to do Com. design - Enrichment plan. ② Integrity - Comfortable with who you are doing - feel you are doing it right. Conf. - responsibility to not share info. Teamwork - enhance abilities as a teacher & student over time. | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 3 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

1/1

18/24

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

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EMPLOYMENT INTERVIEW ANALYSIS

| | |
|--|--|
| Name of Applicant <u>Karen Jamieson</u> | Position Applied for <u>El. Ed Paris SS & Rdg</u> |
| Areas of Certification <u>Team B</u> | |
| Name of Interviewer - <u>03/22/04</u> | |
| Date of this Interview <u>8th gr Rdg & Grd 7-10 North Clarion</u> | |

| | 1 | 2 | 3 | 4 | |
|-----------------------------|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |

COMMENTS: Knowledge in all content areas - enough time mentioned. Sound, Independent

Rdgs. North Clarion, SS, Art Music

| | | | | | |
|---------------------------|---|--|--|--|---|
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
|---------------------------|---|--|--|--|---|

COMMENTS: Engaged in act - Self discipline - Community type Model - reiterate - teach to learning levels rec. for success

| | | | | | |
|-----------------------------|---|--|--|--|---|
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
|-----------------------------|---|--|--|--|---|

COMMENTS: Informal

Formal - guide teach & guide student learning } Guides instr. reter.
reassess self & reteach

Rdg strategies / Speaking & listening incorporated

learning is a conversation
Integrate writing

| | 1 | 2 | 3 | 4 | |
|---|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM: | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: Praxis in Rdg & SS - Masters in Rdg Curriculum Design Writing a Schoolwide Enrichment program for NC Integrity - do the right thing - ethical Conf + - | | | | | |
| Team Work APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: enhances abilities enhances success in learning creates a community | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

1 / 1

17 / 24

18

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

It will be most effective if prepared immediately after the interview. This analysis may also be referred to during the interview as a reminder of basic areas to discuss with the applicant.

EMPLOYMENT INTERVIEW ANALYSIS

| | |
|--|------------------------------|
| Name of Applicant <u>Karen Jamieson</u> Areas of Certification <u>K-8 + Rdg. ^{complete} -12/04 + Soc. St. 7-12</u> | Position Applied for |
| Name of Interviewer | |
| Date of this Interview <u>3.22.04</u> | |

North Clarion - Rdg. - GiftedST - Sr. High

| | 1 | 2 | 3 | 4 | |
|--|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 4 |
| COMMENTS: <i>all obj. are driven by standards. Make the lessons realistic. Assess. guides lesson planning - student/teacher informal assessments</i> | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 4 |
| COMMENTS: <i>Small groups, centers, area to gather as a "community". Encourage high quality with high expectation at different levels</i> | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 4 |
| COMMENTS: <i>Reading & Writing - speak - learn by conversations. Listening is part of it too. Understanding. Scaffolding. Fair - everyone gets what they need. Teach to individual ability</i> | | | | | |

| | 1 | 2 | 3 | 4 | |
|---|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 4 |
| COMMENTS: <i>Small firm - 1st to graduate HS + college. WE essential to success in life</i> | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 3 |
| COMMENTS: <i>Weekly - as to weekly - middle high use of team in school.</i> | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

+ 1 / 1

24 14/24

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- 1 full year K-5 co-tch. -

EMPLOYMENT INTERVIEW ANALYSIS

| | |
|---|--|
| Name of Applicant <u>KAREN Jamieson</u> | Position Applied For <u>Elementary</u> |
| Areas of Certification <u>Elementary / (Reading Specialist) (See 7-12) - Reading Master 12/04 -</u> | |
| Name of Interviewer <u>J. Karns.</u> | |
| Date of this Interview _____ | |

| | 1 | 2 | 3 | 4 | |
|-----------------------------|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 4 |
| COMMENTS: | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 4 |
| COMMENTS: | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 4 |
| COMMENTS: | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNITATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

11/11

24/24

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

It will be most effective if prepared immediately after the interview. This analysis may also be referred to during the interview as a reminder of basic areas to discuss with the applicant.

EMPLOYMENT INTERVIEW ANALYSIS

| | |
|--|--|
| <u>Karen Samirsen</u> Name of Applicant | <u>Elem</u> Position Applied for |
| <u>Elem K-6</u> Areas of Certification | <u>SS - 7-12</u> - Reading Specialist K-12 - completed masters 12/04 - - Reading * Full year Cochran. K-12. |
| <u>Heller</u> Name of Interviewer | |
| <u>3-22-04</u> Date of this Interview | |

| | 1 | 2 | 3 | 4 | |
|--------------------------------|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|---|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 4 |
| COMMENTS: | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNITATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

+1 /1

/24

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

It will be most effective if prepared immediately after the interview. This analysis may also be referred to during the interview as a reminder of basic areas to discuss with the applicant.

EMPLOYMENT INTERVIEW ANALYSIS

| | |
|--|----------------------|
| <u>Karen Jamieson</u> Name of Applicant | Position Applied for |
| <u>Elem. Ed.</u> Areas of Certification | |
| Name of Interviewer | |
| <u>3-22-04</u> Date of this Interview | |

| | 1 | 2 | 3 | 4 | RATING |
|--|---|--|--|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | |
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: - Read aloud, shared Rdg. Writ. w/S, Ind. Writ. Guided Rdg. - mentioned - St. Rdg /writ /list /spt /math /sci /ss /art /music | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: - Diff. instruction, active engagement. Role Model - tch. - self discipline. - Individual learning levels, recognize for success. | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 2 |
| COMMENTS: - Informal - used every day - observations - make adjustments. Formal - used to guide tch. + students learning. Self analytical. - Leveled Reading - spkg./List. across curriculum. + Writing, | | | | | |

| | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|--------|
| TRAITS | UNSATISFACTORY | SOME DEFICIENCIES EVIDENT | SATISFACTORY | EXCEPTIONAL | RATING |
| IV. PROFESSIONALISM | No knowledge evident. | Less than we would prefer. | Meets our requirements for hiring. | Exceeds our expectations of average candidates. | 3 |
| COMMENTS: - Just took Praxis test for Rdg./S.S. Currently working on Master's of Reading. Plans to go into curriculum design. - Teamwork - enhances my abilities, my students success, creates community. | | | | | |
| APPEARANCE/ HABITS | Very sloppy in appearance or unacceptable personal habits. | Dress or grooming less than satisfactory or some offensive personal habits. | Properly dressed and groomed. Few poor personal habits. | Very well groomed and professionally dressed. No offensive habits. | 4 |
| COMMENTS: | | | | | |
| POISE/ PERSONALITY/ COMMUNICATION SKILLS | Extremely distracted or confusing with poor grammar. | Apparently confused or a loss of poise that may interfere with job performance. Difficulty expressing ideas. | Appropriate poise and personality needed to perform job. Adequate ability to communicate. | Appears confident, exhibits exceptional social skills and an appropriate sense of humor. Extremely articulate. | 4 |
| COMMENTS: | | | | | |

Previous long-term experience in the district (90 days in same position) with satisfactory performance

1 / 11

18 / 24

(19)

The purpose of this analysis is to organize the recording of information collected during the interview and to assist in evaluating and comparing different applicants when interviews are completed.

It will be most effective if prepared immediately after the interview. This analysis may also be referred to during the interview as a reminder of basic areas to discuss with the applicant.

EMPLOYMENT INTERVIEW ANALYSIS

| | | | |
|------------------------|----------------|----------------------------------|--|
| Name of Applicant | Karen Jamieson | Position Applied for | Elementary |
| Areas of Certification | Elementary K-8 | Reading Specialist / SS 7-12 | K-12 just took practice (1st wk. of April) |
| Name of Interviewer | Michael | Completing Master in Reading Ed. | Dec 04 |
| Date of this Interview | 3/22/04 | | |

| TRAITS | 1 UNSATISFACTORY | 2 SOME DEFICIENCIES EVIDENT | 3 SATISFACTORY | 4 EXCEPTIONAL | RATING |
|--|---|--|--|--|--------|
| I. PLANNING/ PREPARATION | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: Objectives → to master State stds + use in real life — Guides lessons what students need to work on daily lessons + limit | | | | | |
| II. CLASSROOM ENVIRONMENT | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: group students together - peer; reading area, community, gathering high expectations based on students' ability | | | | | |
| III. INSTRUCTIONAL DELIVERY | No knowledge evident. Exhibits a minimal understanding. | Less than we would prefer. Exhibits a limited understanding. | Meets our requirements for hiring. Exhibits an adequate understanding. | Exceeds our expectations of average candidates. Exhibits a thorough understanding. | 3 |
| COMMENTS: R + W in everything; S + L integrated into everything Conversations while learning take in, process + put out — fair to everyone same accommodations as needed - teach to individual abilities | | | | | |